DOCUMENT RESUME

ED 140 576 EC 101 211

AUTHOR Craig, Ouida Lanier; Risner, Ellen
TITLE The Teen-Age Years: A Time to Declare Independence.
PUB DATE Apr 77
NOTE 14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Aurally Handicapped; *Curriculum Design; *Normalization (Handicapped); *Program Descriptions; *Regular Class Placement; School Services; Secondary Education; Special Classes; *Teaching Methods
IDENTIFIERS *Personal Independence

ABSTRACT

Described is the program at Clarkston High School, which promotes independence in aurally handicapped students. Instructional services are noted to fall into several categories: self-contained and resource instruction, totally mainstreamed schedules, and resource-tutorial assistance. The program is also reported to offer the following activities and services: social clubs, career counseling, occupational education, speech and language development programs, and athletic programs. Outlined are the program's curriculum, and texts and materials. (SBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED140576

"The Teen-Age Years: A Time To Declare Independence"

A Presentation at

The 55th Annual International Convention of

The Council for Exceptional Children

by
Ouida Lanier Craig
Ellen Risner

World Congress Center
Room 300 - Session 131
3:30-4:45 P.M.

Atlanta, Georgia
Wednesday, April 13, 1977

EC 101 211

"The Teen-Age Years: A Time To Declare Independence"

What should be the goal of a program for hearing impaired teenagers? DeKalb County's Clarkston High School Program embrases the philosophy that independence should be the top priority.

Due primarily to parent interest in a normal educational environment for their children, the Clarkston High School program has grown rapidly and extensively in the past six years. During this period of growth the teaching staff and administration organized, evaluated and re-organized the program to meet student needs. The current plan of delivery of services still changes somewhat from time to time, but seems to fit the needs of these hearing impaired students in a large high school in the Metropolitan Atlanta Area.

Clarkston High School, chosen because of its central location and excellent administration, is one of three opportunities for hearing impaired students in DeKalb County. The other two are: total integration in a regular high school with minimal supportive assistance from Special Education and the pre-vocational high school which is a self-contained special education high school for those who need a curriculum emphasizing vocational training during their high school years in preparation for immediate employment.

Students are evaluated at the conclusion of their 7th year in elementary school to determine the most appropraite setting for their secondary education. Academic achievement, study skills, social/emotional maturity, written language skills and speech and speechreading skills are areas considered in evaluating each student.

The pre-vocational high school is chosen for a relatively few students who have demonstrated learning difficulties at the elementary level (in self-contained or resource environments) in addition to problems generally

attributed to hearing loss. Ex. retardation, emotional disorders, specific learning disabilities. It would be projected that these students would have great difficulty achieving in a learning environment that is highly academic.

The totally integrated high school setting in the student's own attendance area (neighborhood) is chosen for those students who, during the elementary years, have demonstrated the ability and desire to function in a regular school environment with little or no academic or social assistance.

The Clarkston High School program fits somewhere between these two programs in its services to students and is designed to fit the individual needs of the students. (Figure 1.)

This program is chosen for the majority of rising eighth year hearing impaired students because of the flexible nature of its program. The students are capable of a highly academic curriculum but may need special assistance because of continued needs in language, speech and speechreading skills. Students abilities may range from those who need ½ day or more in a self-contained setting for academic subjects to those who are fully integrated with only tutorial assistance.

All entering eighth graders are integrated in some subject areas (math, shop, P.E.). They are self-contained for other academic subjects such as social studies, english and science. Based on their performance, using the criteria areas above, in both self-contained and integrated classes during the first quarter, determination is made regarding placement for the remainder of the school year. The students are continually evaluated to determine appropraite class settings for the following year.

Instructional services fall into several categories: self-contained and resource instruction, totally mainstreamed schedules and resource-

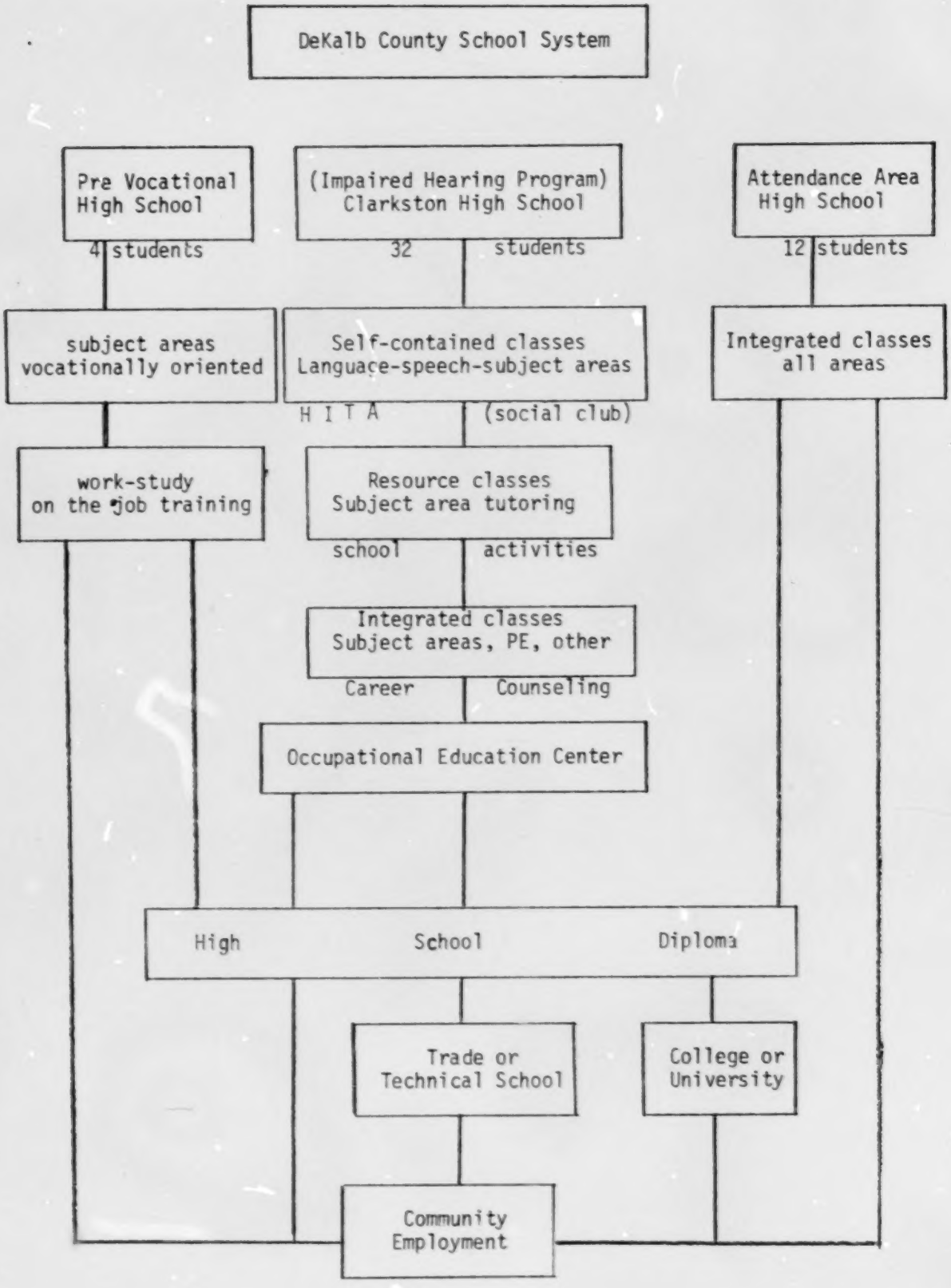

FIGURE 1. High school services for Impaired Hearing Students, DeKalb County School System. (Enrollment figures represent those for September, 1976.)

tutorial assistance. Three full-time teaching units plus supportive assistance from other programs make it possible to offer a variety of services. The program includes several special features.

Two-way integration enables the impaired hearing students to attend classes with normal hearing students and normal hearing students to participate in classes for the hearing impaired.

A regular high school environment allows the hearing impaired student to experience the normal activities of a teen-ager: frustrating schedules, sports, clubs, social events and school spirit. A regular high school environment also enables the students to experience the responsibilities of growing up. These may include developing individual interests, receiving assignments from several sources and contending with peer pressures.

The support of one another is very important during the teen years. While being a part of a normal high school program, the impaired hearing students at Clarkston have the support of each other and special teachers in dealing with the frustrations of the hectic world geared mainly for the hearing.

While expressing the desire to be in an integrated high school setting and to participate in activities with hearing students, the impaired hearing students have also voiced a desire to be with other young people who share their same problems and frustrations. It is our desire to provide for them the best of both worlds.

As a staff we feel that it is of utmost importance that these young adults have input in the planning of their academic and social lives. When questioned by a group of Emory University graduate students, a panel of Clarkston High School impaired hearing students agreed that if they had it to do over again, they would choose a program like Clarkston High School. It is rewarding to note that Clarkston High School hearing impaired

students are recommending the program to their friends around the Atlanta area. We can accept for admission, however, only those students who live in the DeKalb County School District.

Two active clubs, HITA (Hearing Impaired Teen-Agers) for boys and girls and HI for girls, have been formed by and for the students for bowling, skating or to see a captioned movie. Special parties are held throughout the year and a "school's out" celebration takes the form of an all day lake party. The HI girls club, which meets bi-weely, was organized as an extra curricular activity for the purpose of developing poise, personality and attractive appearance. The boys have recently formed two clubs, The Junk Yard Dogs and the Mean Machine. These two clubs meet bi-weekly, also, for competitive sports and man talk.

The goal of DeKalb County Schools is to prepare every student for the day he will make his own Declaration of Independence and the Impaired Hearing Program sets this as a top priority.

Preparation for the world of work at the conclusion of the high school career is a major concern. Career counseling starts at the end of the eighth or ninth grade. The student and his parents work with the couselor to determine a program that is suited to the student's current needs and, hopefully, to his future needs as well. Individual guidance allows each student to pursue either a college prep curriculum or a curriculum designed to prepare him to enter the world of work when he receives his high school diploma.

The Occupational Education Center is available to all students. By attending a program at this center the student can count on having a marketable skill when he gets out of high school. He will have a high school diploma plus basic skills in the trade of his choice. At this point in

his life he can do one of two things: he can enter the job market with training in a particular field, or he can continue his education at a college, university, or technical school. The OEC program, limited to juniors and seniors, offers a wide variety of courses that range from child care to auto mechanics.

Services designed expecially for the hearing impaired student are an important part of the curriculum at Clarkston. These services include classes in speech and language development and group or individual speech improvement sessions. Hearing impaired students also take advantage of special programs for hearing students. These include reading lab, career exploration and work experience program and driver training classes.

Self-contained classes for hearing impaired students are offered at all levels of high school English, Science and Social Studies. These classes follow the regular high school curriculum, including the use of regular textbooks. Modifications and supplementary materials, however, are introduced to meet language and reading levels of individual students.

Along with the self-contained classes in the standard high school courses, classes are also provided in areas particularly helpful to the hearing impaired student. A social studies course in current events has been very popular. Students review national and world events as they happen and do intensive studies on topics ranging from communism and income tax to safety procedures for a tornado. Language classes include one quarter of literature, one quarter of grammar and one quarter of composition. The variety of language experiences include patterned English, composition, philosophy, public speaking, letter writing and literature interpretation.

Although several students are entirely mainstreamed, the majority of the students are self-contained for one or two classes, these usually being English and Social Studies. Eighth graders are self-contained for half of

every day during the entire year. This practice seems to help the student to become well established in the high school program during this important first year.

The resource program helps the student by offering him tutoring and giving help to his classroom teacher through inservice programs and conferences. Tutoring is done singly or in groups, depending on the subject being taught and the needs of the students. Student leaders, such as cheerleaders, have been invaluable as volunteer tutors and notetakers during class time.

The hearing impaired student is master of his own ship, however, and it is his responsibility to check with the classroom teacher regarding homework and upcoming exams or projects. He must also set up his own tutoring time with the resource teacher. Since individual tutoring time is limited, the deaf student is expected to come to the sessions with prepared questions or definite goals so that this time can be used to the best advantage. In the future, teachers of the impaired hearing at Clarkston hope to expand the group tutoring program to include regular students, not just those with hearing handicaps, who may be having difficulty in the same subjects.

One of the most important features of the program is that it gives the hearing impaired student the opportunity of experiencing a normal high school environment while having the support and friendship of his hearing impaired peers. The hearing impaired student is encouraged to become envolved in all phases of school life. In recent years impaired hearing students have participated in the athletic programs, football, wrestling, basketball, tennis, cheerleading tryouts, drill team tryouts, and athletic team managers. They have also been active in student council, Junior Partners, Future Homemakers of America, VICA (occupation/careers club), Chess Club, Student Assistants, Annual Staff and the school newspaper.

In addition to attending regular classes at Clarkston, the hearing impaired students participate in total school functions such as the Junior/ Senior Prom, Homecoming, Career Day, Good Citizenship Week and Black History Week. Rubbing elbows with hearing students has given the hearing impaired student confidence and a mature approach to dealing with hearing people.

At present we have no objective evaluation of social growth in the Clarkston youngsters. Subjective observation of these hearing impaired young people, however, indicates that the Clarkston impaired hearing students seem to have developed a confident mature and well adjusted attitude in dealing with the frustrations of daily living which they encounter. Last year's scores on the Nelson Reading Test showed a reading ability range of 6th grade through post 12th grade for the hearing impaired students at Clarkston. This appears to be higher than the "traditional average" for deaf high school graduates, which is often quoted as about fifth grade level.

In the seven year history of the program there have been thirteen graduates. Of these graduates, three are currently attending college, three have completed technical programs in data processing, electronics and drafting, five are working in the Atlanta area and two are enrolled in a vocational/technical school. An effort is made to place each graduate in a post secondary program that is appropriate for his talents and abilities, or the student is given assistance in locating employment.

<u>There is a need</u> for totally self-contained high school curriculum for slow learning hearing impaired students or those with a combination of problems such as hearing impairment and specific learning disabilities. A highly academic or mainstreamed curriculum does not meet their needs completely.

A social development program for boys, similar to our girls club is desparately needed to assist in developing good self concept and in

overcoming emotional hurdles faced by teen-age boys. We're looking for the right man!!! - to join our staff.

In spite of some needs and frustrating moments, the program has been successful and staff members feel a sense of pride in the students. It must be added, however, that DeKalb's Clarkston program is a success because administration and staff at Clarkston have completely supported the hearing impaired student. The principal, coaches, teachers, counselors and hearing students have all learned to communicate with the hearing impaired student. Some of the methods used may have been slightly unorthodox, (pantomine, written illustration and lots of repitition), but the results have been rewarding for both parties.

It is this sense of teamwork, plus a lot of planning, a lot of hard work and a bit of dreaming, that has brought the Impaired Hearing Program to its present place in the big picture of quality education for everyone in the DeKalb County School System.

Curriculum - Clarkston High School
Impaired Hearing Program

Grade	Subject
8th	English Social Studies/Current Events General Science General Math/Pre Algebra P.E.
9th	English Social Studies/Current Events/Geography Biology General Math/Algebra I P.E
10th	English Social Studies/Current Events Earth Science General Math/Algebra II Elective (See elective list)
11th	OEC (see OEC course list) English Current Events/American History Elective
12th	OEC Current Events Elective English
Electives:	Typing I, II Home Economics I, II, Advance Consumer Math Advance Math/Geometry/Calculus Advance Sciences/Chemistry/Physics/Physiology Languages/Latin I, II

Occupational Education Center (OEC) programs:

Child Care
Mechanics
Data Processing
Graphic Communications
Drafting
Electronics
Dental Assistants
Medical Assistants
Construction

Texts and Materials - Clarkston High School
Impaired Hearing Program

English

1. Scholastic Scope
   902 Sylvan Avenue
   Englewood Cliffs, N. J. 07632

2. The Mini-Units in Reading Series
   Globe Book Company

3. All In A Day's Work
   Learning Trends Publication
   Globe Book Company

4. Turning Point: A Collection of Short Biographies
   A Learning Trends Publication
   Globe Book Company

5. The World of Vocabulary
   A Learning Trends Publication
   Globe Book Company

6. Globe Book Comapny Inc.
   175 Fifth Avenue
   New York, N. Y. 10010

7. Our Living Language
   Milliken Company
   St. Louis Missouri

8. Imagine and Write
   Xerox Education Publications
   P.O. Box 2639
   Columbus, Ohio 43216

9. Scott Foresman
   Skill Building Kit

Social Studies/Current Events

1. Current Events - (for social studies classes - 10th grade and up)
   Xerox Education Publications
   1250 Fairwood Avenue
   P.O. Box 2639
   Columbus, Ohio 43216

2. Social Studies Unit Books - Grades 6 - 12
   Xerox Education Publications
   1250 Fairwood Avenue
   P.O. Box 2639
   Columbus, Ohio 43216

Social Studies/Current Events

3. Headline Focus Wall Maps
   Senior Scholastic
   Scholastic Search
   Scholastic Magazines
   902 Sylvan Avenue
   Englewood Cliffs, N. J. 07632

4. News For You Edition B (Weekly Newspaper)
   New Readers Press
   Box 131
   Syracuse, N. Y. 13210

5. National Geographic World
   National Geographic Society
   Washington, D.C. 20013

6. American Adventures Series (4 books)
   a. A Nation Conceived and Dedicated (1620 - 1860)
   b. Old Hate - New Hope (1860 - 1914)
   c. Between Two Wars (1914 - 1939)
   d. Yesterday, Today and Tomorrow (1939 - 1976)
   Texts, Posters, Filmstrips and ditto masters

7. America: Land of Change Tests - Grades 7 - 12
   Science Research Associates

8. Newsweek Magazine